



CAEP Measure 2: Employer Satisfaction and Stakeholder Involvement

2023-2024 Completers

Measure	Description	Source
Employer Satisfaction Survey	Adapted from the NeXT Consortium, the survey collects information from the Employers of Davis & Elkins Graduates.	D&E Teacher Education Department
Educator Preparation Program Advisory (EPPAC)	The established advisory board that makes recommendations and advises the chief teacher education office of the EPP on educator preparation matters.	D&E Teacher Education Department.

Supervisor Survey of New Teachers: Davis & Elkins Graduates

Along with the Exit Survey and the Transition to Teaching, the Supervisors Satisfaction Survey from the North Dakota State University NExT supports accreditation and program approval at both the state and national level through their alignment with both InTASC and CAEP accreditation standards. The items in the surveys are aligned with the InTASC standards, and therefore, support the state program approval and CAEP standard 1.1. In particular, the Supervisor Survey results provide strong evidence for CAEP standard 4.3. The NExT surveys meet validity and reliability standards.

Employers were asked to complete the survey regarding the D&E graduate completing his/her first year of teaching. The completion of the survey was voluntary. The indicators were taken from the NExT North Dakota University Survey.

Supervisor Survey of New Teachers: 2024 Completers					
Respondents (n=2) 66% Response Rate	Not Applicable	Disagree	Tend to Disagree	Tend to Agree	Agree
Professionalism					
Seeks out learning opportunities that align with professional development goals					100%
Actively engages with parent/guardian/advocate about issues affecting student learning.					100%
Collaborate with teaching colleagues to improve student performance				50%	50%
Use colleague feedback to support my development as a teacher				50%	50%
Uphold laws related to student rights and responsibility					100%
Act as an advocate for all students				50%	50%
Learning Environment					
Clearly communicate expectations for appropriate student behavior					100%
Use effective communication skills and strategies to convey ideas and information to students					100%
Connect core content to students' real-life experiences					100%
Help students work together to achieve learning goals.					100%
Develops and maintain a classroom environment that promotes student engagement					100%
Professionalism					
Respond appropriately to student behavior				50%	50%
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.					100%
Help student regulate their own behavior				50%	50%
Effectively organize the physical environment of the classroom for instruction					100%
Diverse Learners					
Effectively teach students from culturally and ethnically diverse backgrounds and communities					100%
Differentiate instruction for a variety of learning needs					100%
Differentiate for students at varied developmental levels					100%
Differentiate instruction for students with IEPs and 504 plans					100%
Differentiate instruction for students with mental health needs				50%	50%
Differentiate instruction for gifted and talented students				50%	50%

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Differentiate instruction for English-language learners	100%				
Access resources to foster learning for students with diverse needs				50%	50%
Teaching and Learning					
Effectively teach the subject matter in my licensure area.					100%
Select instructional strategies to align with learning goals and standards					100%
Design activities where students engage with subject matter from a variety of perspectives					100%
Account for students' prior knowledge or experiences in instructional planning					100%
Design long-range instructional plans that meet curricular goals					100%
Regularly adjust instructional plans to meet students' needs				50%	50%
Plan lessons with learning objectives/goals in mind					100%
Design and modify assessments to match learning objectives.					100%
Provide students with meaningful feedback to guide next steps in learning.					100%
Engage students in self-assessment strategies				50%	50%
Use formative and summative assessments to inform instructional practice					100%
Professionalism					
Identify issues of reliability and validity in assessment					100%
Analyze appropriate types of assessment data to identify student learning needs					100%
Differentiate assessment for all learners					100%
Use digital and interactive technologies to achieve instructional goals.					100%
Engage students in using a range of technology tools to achieve learning goals.					100%
Help students develop critical thinking processes					100%
Help students develop skills to solve complex problems					100%
Make interdisciplinary connections among core subjects					100%
Know where and how to access resources to build global awareness and understanding.					100%
Help students analyze multiple sources of evidence to draw sound conclusions					100%
Supervisor Comments (optional)					

Stakeholder Involvement

Davis & Elkins College Teacher Education Department meets semesterly with its established Educator Preparation Provider Advisory Council (EPPAC). This group is comprised of public school and higher education teachers and administrators who advise the department chair on educator preparation matters. Data is shared with stakeholders at each meeting and feedback is solicited. To review this year's meeting agendas and minutes, please see the additional documents posted under measure 2.